



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5801 West Greenbriar Drive, Glendale, AZ 85308

Challenge School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Gregory A. Miller
 Schedule : 08:00 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 604
 Web Address : www.challengecharterschool.net/
 Phone Number : (602) 938-5411
 Fax Number : (602) 938-5393
 E-mail : [gmiller@challengecharterschool.net](mailto:gmillar@challengecharterschool.net)

Mission

Challenge Charter School, Arizona's first official core knowledge school, provides a sound educational environment, aligned with the state standards and based on the core knowledge sequence, with a science and technology emphasis. Our school is structured to optimize student success, and achievement.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü It has always been the goal of CCS to challenge our students to operate at higher cognitive levels, to develop and demonstrate skills in methods of inquiry and research, and to focus on abstract concepts and practical applications in each discipline.
- ü CCS has always provided opportunities for students to clarify their own goals and to pursue their own academic interests, to develop independent, intuitive, discriminating and creative learning processes. Our student assessments demonstrate success.
- ü The students of CCS have enjoyed significant academic success over our first eight years: our SAT-9 scores have improved by 64% in reading; 169% in math; and 11% in language. For 2003, our students achieved at the 'excelling' level on AIMS testing.
- ü Haven't met the three year rolling avg. requirement, where 39% of students must "exceed the standards" to have the school labeled an "Excelling School." Therefore, we continue to motivate our students to achieve their personal best.

Enrollment

October 1, 2004 School Year Student Enrollment : 599
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 585

Instructional Programs

- ü Core Knowledge Sequence
- ü Honors Curriculum
- ü Hands-on Projects
- ü Science & Technology Emphasis
- ü Foreign Language
- ü Music & Art
- ü Harcourt Math
- ü Scholastic's Literacy Place

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

To provide an educational environment that strives for high academic performance of all students; to employ motivated and capable teachers; provide enriched curriculum for all students and accelerated activities for accelerated students in a safe and healthy environment; to document achievements w/assessments. To provide a school structure that accommodates and facilitates good teacher/parent communication.

Parents

Parents teach social responsibility to their students including: accountability, self-motivation, proper rest & nutrition, the work ethic that encourages students to respect people in authority, and to complete assignments in and out of the classroom. To have their children in school and on-time when school is in session. To building an open and professional relationship with thier child's teacher, and reading and understanding all school policies.

Transportation Policy

The school currently provides a pick-up and delivery route system on a first-come, first-served basis with three bus routes. The published routes attempt to reach as many students as possible. This benefit is provided as a privilege based on behavior, safety and economics.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Az. 1st Official Core Knowledge School: 1996	1996
ü Student Work Pub. in Wordprints Lib. Youth - Glendale	2002
ü National Recog.: 'Diamond School' - Ed. Reform Center	2004
ü Silver Apple Award Winner - Teacher	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	79306	97	97	99	466	466	445	1	1	10	14	14	18	53	53	51	32	32	20
All Students (Prior Year)	90	90	75509	98	98	100	541	541	521	1	1	13	12	12	23	46	46	33	41	41	31
Female	33	33	38691	100	100	99	468	468	446	0	0	10	16	16	18	50	50	52	34	34	20
Male	42	42	40583	95	95	99	465	465	445	2	2	11	12	12	18	56	56	50	29	29	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	10	10	32869	100	100	99	466	466	429	0	0	15	10	10	25	50	50	51	40	40	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	59	59	36197	97	97	99	468	468	463	2	2	5	16	16	11	51	51	53	32	32	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	68	68	69060	97	97	98	468	468	454	2	2	7	12	12	17	55	55	54	32	32	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	17	17	39415	94	94	96	450	450	431	0	0	15	13	13	25	75	75	50	13	13	10
Non-Economically Disadvantaged	58	58	39966	98	98	100	471	471	459	2	2	6	14	14	12	47	47	52	37	37	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	79395	97	0	99	470	470	446	1	1	9	15	15	25	73	73	55	11	11	11
All Students (Prior Year)	91	91	75492	99	99	100	532	532	519	2	2	12	10	10	16	60	60	47	28	28	24
Female	33	33	38743	100	0	100	478	478	451	0	0	7	13	13	24	75	75	57	13	13	12
Male	42	42	40618	95	0	99	464	464	440	2	2	11	17	17	27	71	71	53	10	10	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	10	10	32915	100	0	99	474	474	426	0	0	15	20	20	35	70	70	47	10	10	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	59	59	36221	97	0	99	472	472	465	2	2	4	12	12	15	74	74	63	12	12	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	68	68	69139	97	0	99	473	473	454	2	2	7	12	12	24	76	76	58	11	11	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	17	17	39484	94	0	96	469	469	429	0	0	14	13	13	35	69	69	47	19	19	4
Non-Economically Disadvantaged	58	58	39986	98	0	100	470	470	461	2	2	4	16	16	16	74	74	63	9	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	74	78869	96	96	99	485	485	442	1	1	6	1	1	21	78	78	63	19	19	10
All Students (Prior Year)	89	89	75053	97	97	99	640	640	597	3	3	7	3	3	12	81	81	72	13	13	9
Female	33	33	38536	100	100	99	498	498	458	3	3	4	0	0	15	66	66	67	31	31	14
Male	41	41	40302	93	93	99	476	476	428	0	0	8	3	3	26	88	88	60	10	10	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	10	10	32606	100	100	98	477	477	426	10	10	8	0	0	27	50	50	60	40	40	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	58	58	36078	95	95	99	488	488	459	0	0	4	2	2	16	80	80	66	18	18	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	67	67	68697	96	96	98	487	487	454	2	2	4	2	2	18	75	75	67	22	22	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	17	17	39106	94	94	95	492	492	427	0	0	8	0	0	28	81	81	59	19	19	5
Non-Economically Disadvantaged	57	57	39837	97	97	100	483	483	457	2	2	4	2	2	14	77	77	67	20	20	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	78906	100	100	99	529	529	498	0	0	13	8	8	19	69	69	48	23	23	20
All Students (Prior Year)	55	55	76019	96	96	100	520	520	499	7	7	14	24	24	39	13	13	14	56	56	33
Female	22	22	38644	96	96	99	533	533	500	0	0	12	9	9	19	73	73	49	18	18	19
Male	26	26	40236	100	100	99	525	525	497	0	0	15	8	8	19	65	65	46	27	27	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	34	34	36483	100	100	99	532	532	517	0	0	7	9	9	13	62	62	51	29	29	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	45	45	68310	96	96	98	529	529	509	0	0	9	7	7	18	71	71	51	22	22	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	20	20	38679	91	91	96	528	528	483	0	0	20	5	5	25	65	65	45	30	30	10
Non-Economically Disadvantaged	28	28	40295	100	100	100	529	529	513	0	0	7	11	11	13	71	71	50	18	18	30

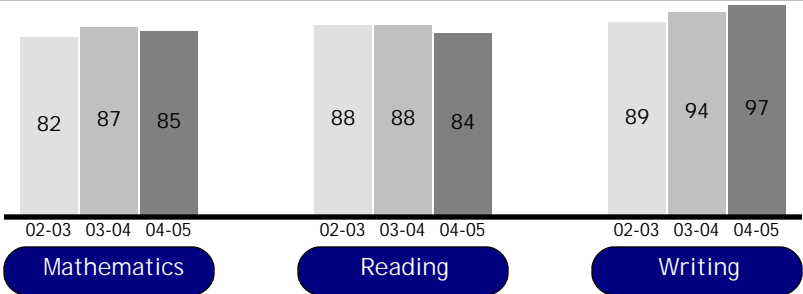
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	78908	100	0	99	510	510	484	2	2	10	13	13	23	69	69	58	17	17	9
All Students (Prior Year)	56	56	76020	98	98	100	523	523	503	5	5	25	16	16	23	55	55	40	24	24	12
Female	22	22	38648	96	0	99	511	511	489	0	0	8	18	18	22	64	64	61	18	18	10
Male	26	26	40233	100	0	99	509	509	479	4	4	12	8	8	25	73	73	55	15	15	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	34	34	36502	100	0	99	511	511	502	0	0	4	18	18	14	65	65	67	18	18	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	45	45	68312	96	0	98	513	513	493	2	2	7	9	9	21	71	71	62	18	18	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	20	20	38662	91	0	96	513	513	468	0	0	16	15	15	32	60	60	49	25	25	3
Non-Economically Disadvantaged	28	28	40315	100	0	100	508	508	498	4	4	5	11	11	15	75	75	66	11	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	78750	100	100	99	537	537	500	0	0	6	8	8	29	85	85	63	6	6	2
All Students (Prior Year)	55	55	75673	96	96	100	624	624	530	2	2	12	6	6	25	76	76	58	17	17	4
Female	22	22	38586	96	96	99	545	545	515	0	0	4	5	5	22	91	91	71	5	5	3
Male	26	26	40135	100	100	99	531	531	486	0	0	8	12	12	35	81	81	56	8	8	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	34	34	36440	100	100	99	538	538	516	0	0	3	6	6	22	88	88	71	6	6	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	45	45	68196	96	96	98	538	538	513	0	0	3	9	9	25	84	84	69	7	7	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	20	20	38558	91	91	96	549	549	485	0	0	8	5	5	37	85	85	54	10	10	1
Non-Economically Disadvantaged	28	28	40260	100	100	100	529	529	514	0	0	3	11	11	21	86	86	72	4	4	4

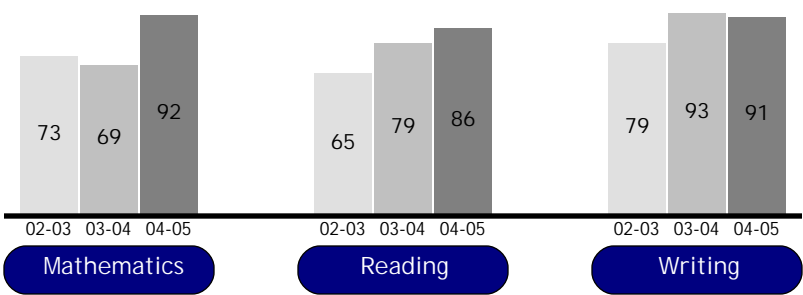
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	68	68	50	97	69	NA	58	99	60	60	47
	Language	100	63	63	43	97	67	67	50	99	69	69	47
	Mathematics	100	73	73	57	97	70	70	64	99	61	61	50
3	Reading	100	65	65	47	94	66	NA	55	97	62	62	44
	Language	100	74	74	54	96	78	78	61	97	64	64	44
	Mathematics	100	72	72	54	96	75	75	61	97	60	60	51
4	Reading	100	76	76	52	94	74	NA	56	100	67	67	48
	Language	100	67	67	48	96	70	70	52	100	69	69	49
	Mathematics	100	80	80	57	96	78	78	61	100	70	70	53
5	Reading	100	60	60	50	91	79	NA	55	100	65	65	50
	Language	100	53	53	46	95	72	72	49	100	72	72	50
	Mathematics	100	74	74	57	95	86	86	63	100	66	66	49
6	Reading	100	61	61	53	100	61	NA	56	98	73	73	51
	Language	100	44	44	45	100	66	66	48	98	68	68	47
	Mathematics	100	62	62	62	97	84	84	66	98	70	70	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Challenge Charter School

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory Comments on School Policy
- Ü School Safety Issues
- Ü Student Discipline
- Ü School Community Interaction
- Ü Extracurricular Activities
- Ü Parent Survey/Data Collection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	2	0	0
10 or more years	3	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	NC

Resources Available at School Site

Special Facilities

- Ü Modern 32,000 S.F. Facility Built-1999
- Ü All Classrooms with Mini-Computer Labs
- Ü Closed Campus with Monitor Access
- Ü Full Service Cafeteria

Extracurricular Activities

- Ü Weather Club w/Weather Station
- Ü Foreign Language, Music
- Ü Business-Sponsored Science Projects
- Ü Many Curricular Coordinated Field Trips
- Ü Art Program
- Ü Physical Education
- Ü Before/After School Care
- Ü Clubs; Dance, Drama, gymnastics, Choir,

Social Services

- Ü Before/After School Care
- Ü Special Services Department
- Ü Recreational Activities
- Ü Referral Program for Sp. Needs
- Ü Life Line Reading Buddy Program
- Ü School Nurse
- Ü Parent Organization
- Ü School Community Newsletter

Challenge Charter School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student recognition:
 - Poetry Winner w/City of Glendale Library Youth Program.
 - Winner 'History Comes Alive' Dramatic Speech Contest
 - CCS Student selected by Glendale Com. College Drama for Kennedy Center, Am. College Theatre Festival.
- ü Student recognition:
 - CCS Students won 23 of the 53 recognition awards in Art during this years Grand Canyon State Games Art Contest.
 - CCS students scored in the top five percent of charter schools with their AIMS scores in 2003.
- ü Parent Satisfaction Survey:
 - 1= lowest 5= highest
 - Teacher Effectiveness 4.63
 - Classroom Instruction 4.59
 - Classroom Discipline 4.55
 - School Facilities 4.90
 - Accounts Payable 4.67
 - Front Desk Support 4.72
- ü Parent Satisfaction Survey:
 - Parental Support 4.54
 - Child's Progress 4.63

Comments: 'Family Events are great,' 'We support you 150 percent,' 'Multisensory approach - extremely effective,' 'Love Discipline System,' 'Small Classes'

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rate ⁵	7	12	12	17
Transfers In Rate ⁶	2	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our facility provides limited access to the campus through the Administrative Office. We are a uniform school with a strong student discipline policy with high expectations for our students. We are also part of Glendale's city wide emergency response plan. Our environmental policy provides a pesticide free environment with an environmental friendly building and maintenance materials, air purification, and non-scented personal hygiene.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Greg Miller, Principal	(602) 938-5411
Transportation Policy	Ed Kania	(602) 499-6828
Community Resources	Sabrina Calderon	(602) 938-5411
School Nutrition Programs	Sabrina Calderon	(602) 938-5411
Parent Organization	School Advisory Council - John Anderson	(602) 938-5411
Student Health/Nurse	Sabrina Calderon	(602) 938-5411

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.